

QUID NOVI

McGill University, Faculty of Law
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QUID NOVI

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EDITORIAL

by **Andrea Gorys (Law III)**
Co-Editor-in-Chief

First of all I would like to take the opportunity to stand corrected. Thank you to Matthew Jackson for correcting the error I made in my editorial on the history of Halloween. I had misread how far the Romans had reached in power. I had understood their grasp to have gone as far as Scotland and Ireland. But indeed they did not. They had gained influence over those who were displaced from their home lands. Please read his "A Letter to the Editor" for more details.

Now on to this week. It's that time of year where the semester is starting to wind down, but we realize that there is still quite a bit of work to be done. How do we manage? How do we take care of ourselves? Throughout this semester I have written a couple times how important it is to keep your life balanced and to take care of yourself. The end of the semester and the exam period is no different. In fact, it's probably the most important time for you to keep yourself healthy. I hope the articles in this issue will be helpful. There's advice, some brain teaser-games and of course some good old home style recipes to help you feel good and stay healthy throughout this crazy period. Your brain needs glucose to function so make sure you eat! Otherwise you will have no brain power. That also means you need to make sure you get you sleep. A tired brain will be of no use to you. Now be good to yourself!

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Contributions should preferably be submitted as a .doc attachment.

A CURE FOR WHAT AILS YA

by Olivier Plessis (Law III)

By now, many of you will have forgotten why you came to law school. Whether you are a first year desperately looking for a Derek McKee summary, or a third year who spent the last month crafting the perfect handshake, it can be difficult to return your mind, body, and spirit to the idealism that left your pen trembling as you drafted your application letters. I come to you, however, with a special tonic to cure what ails you, the fountain of youth for law school enthusiasm: the High School Outreach program.

First, please ignore the vaguely bureaucratic name of this program, though it does serve to reward those who look beyond sexy buzzwords like "human rights" or "free beer." The program has been developed by several McGill law students, in conjunction with Faculty administration, whose goal was to make a positive impact in the community by sending McGill law students to high schools and elementary schools across the city.

The law students tell their younger counterparts about CEGEP, university, and law school, and lead discussions about how to think about law and its effects on our everyday life.

While this sounds simple, and it is, the effects are complex. Part of the reason this program is so important is because it exposes students to a professional career, which is not an obvious career choice in some of the neighbourhoods the faculty visits. Just as I might have at least considered entering a trade or followed a non-university

education route if my high school counselor, parents, friends, and community hadn't showed me that I had other options, it is important for students in all communities to understand that there are a variety of career choices available to them.

This program is important for the outreach-ers, too. For all the negative impressions of lawyers as amoral corporate monkeys, high school and elementary school students remind us of the wonder and respect we may once have had for the legal profession. It is an important reminder, because the pride in a high school student's face when they realize that they too can talk about and interpret the law is symbolic of a lawyer's perceived role as gatekeeper to a mysterious language and

process. When grade five students can engage in an intelligent discussion about balancing charter rights (as happened in a visit this summer), it's obvious that the heart of what we do in law school is intuitive to most citizens. If we are in fact gatekeepers, it's only because we have begun to learn a language and a vocabulary that acts as a gate. Learning this language is not trivial, however, and it's this privilege that becomes apparent as you speak to an enthusiastic group of students who are excited to be granted a brief mastery of the language. You probably won't believe me, but students were actually fighting over the copies of the CCQ that we distributed at the end of the day.

I've participated in three outreach days now, and every time I can't say who benefits more from the experience – the students or myself. The students are given a glimpse into a future they've barely considered, and we are reminded of what an idealistic lawyer might look like, one who recognizes his or her privileged position and uses it to benefit others.

If you'd like to drink from the fountain of the youth this semester or next, email:
andrew.biteen@mail.mcgill.ca.

If you'd just like to drink,
email:
olivier.plessis@mail.mcgill.ca



A LETTER TO FIRST YEARS

by Megan Cowan (LAW II)

Between the snow, the first-year memo and the fact that it gets dark at 4:00, it's clear that November is here, and we all know what that means ... exams are just around the corner! However, the purpose of my article is not to stress you out about exams, but exactly the opposite. November (and its winter semester counterpart, March) can be a very stressful month and I hope that my experiences last year can help in de-stressing you guys. This goes for upper-years too, including myself: in fact, part of the reason I am writing this article is with the hope that I will take my own advice!

Professor Rod Macdonald, my first-year group leader last year, told our group that if you can make it to November 1st, you will be fine. Since we are well past the first of the month, congratulations! As a friend of mine pointed out, this seems a bit odd since most major evaluations and a lot of the work actually takes place AFTER November 1, but I think Prof. Macdonald had a good point. Once you've made it this far, you've started to figure out what works for you and what doesn't in terms of studying and you've definitely realized how important Pino's coffee is to your survival here! You may even have some idea of how the law works and how the concepts discussed in your classes fit together. If this is not you (and it certainly wasn't me this time last year!), don't worry! You will be fine, I promise.

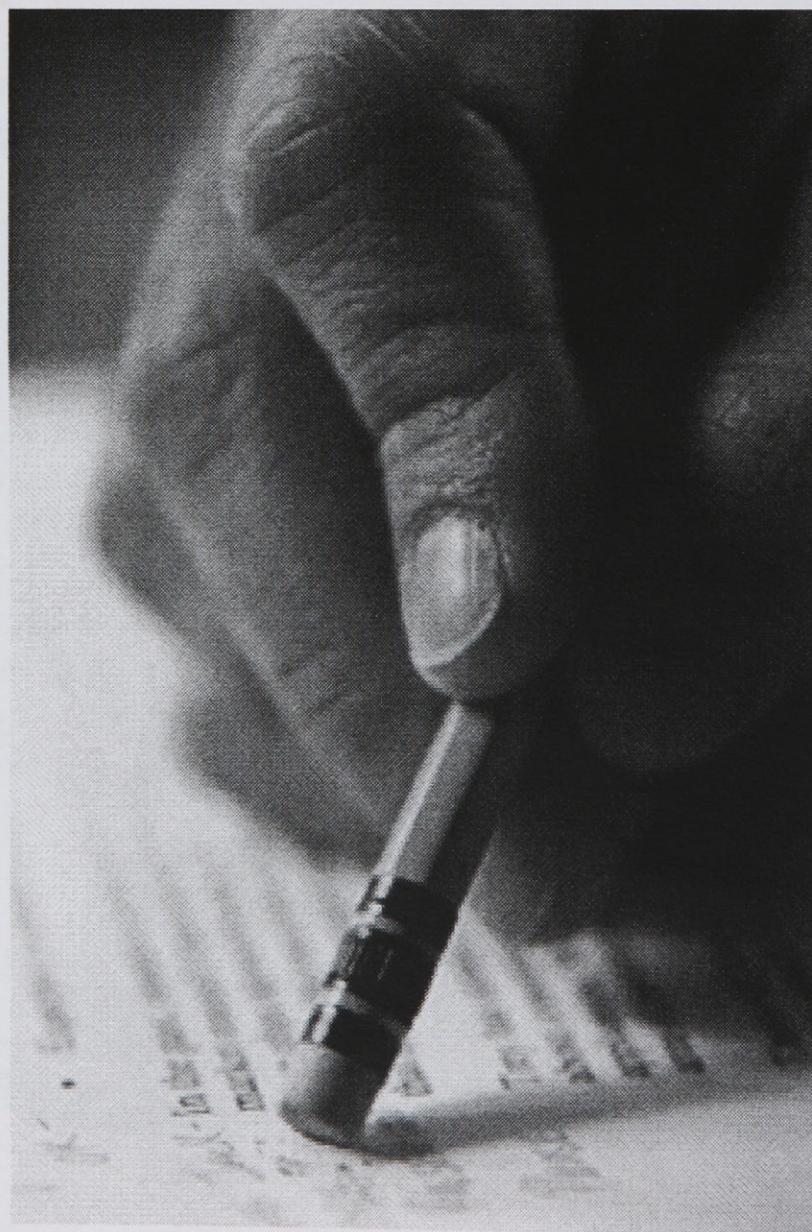
As I have my own very bizarre ways of studying, I won't be giving you guys "study tips" as such, but I would like to pass on some general advice that I took away from last year. First, please do not kill yourself worrying over December exams. Profs are generally nice people who like to see their students improve, and this is exactly why we have December exams. First year is a unique experience in that your December exams are either to assist only or only count for a small portion of your grade. Take advantage of this! You should definitely study and put the effort into these exams, as they are a

very good indicator of both your understanding of the course and what your prof is looking for. That being said, if you do not do as well as you hoped to it does not mean that you have learned nothing. Just because you wrote a bad exam does not mean you are a bad student or that your legal career is doomed. My advice is to treat these exams as a learning experience that helps you better prepare for your exams in April and in upper years.

Secondly, take advantage of upper year students. I am not just talking about summaries, though they can cer-

tainly be useful, but just for general advice and help putting things into perspective. The fact that they are UPPER years means they went through exactly what you are going to and survived, just like you will! I was very fortunate to have a fabulous law partner with whom I kept in close contact all last year, and whenever I was feeling a bit overwhelmed or like I was not cut out for law school, I would go to her and she would talk me through it. Similarly, this time last year I made the wise choice of going out for lunch with a couple of second-year students (Thanks Ali and Andrea!) with the express purpose of de-stressing myself about December exams. Basically, they told me what I am telling you now: take advantage of the learning opportunity that these exams provide without killing yourself in the process. The break between exams and the start of second term is short and you certainly do not want to spend it sick in bed because you did not sleep for the 72 hours before your contracts exam.

Thirdly, although it can be very tempting to spend the entire month of December on the fourth floor of Nahum Gelber, please don't. Granted, I have never been much of a library person but I refuse to even go near the place during exams. The atmosphere breathes stress, something you definitely do not need at this time. I am not saying to avoid all libraries, just the law library in particular, but there are



plenty of other great places to study. I am lucky that I live on my own in a very quiet apartment, which I consider my personal haven during exams. However, you can also study at coffee shops or other non-academic libraries around Montreal (La bibliothèque nationale is a great one!). Either way, find a place that works for you and stick to it. For me, being able to get food or use the washroom whenever I need to is a great comfort, though sometimes I wish there was a Starbucks in my building!

Lastly, I have a few more technical bits of advice. When it comes to take-home exams, **DO NOT STAY AWAKE FOR THE ENTIRE 24 OR 48 HOURS THAT YOU HAVE TO WRITE THE EXAM.**

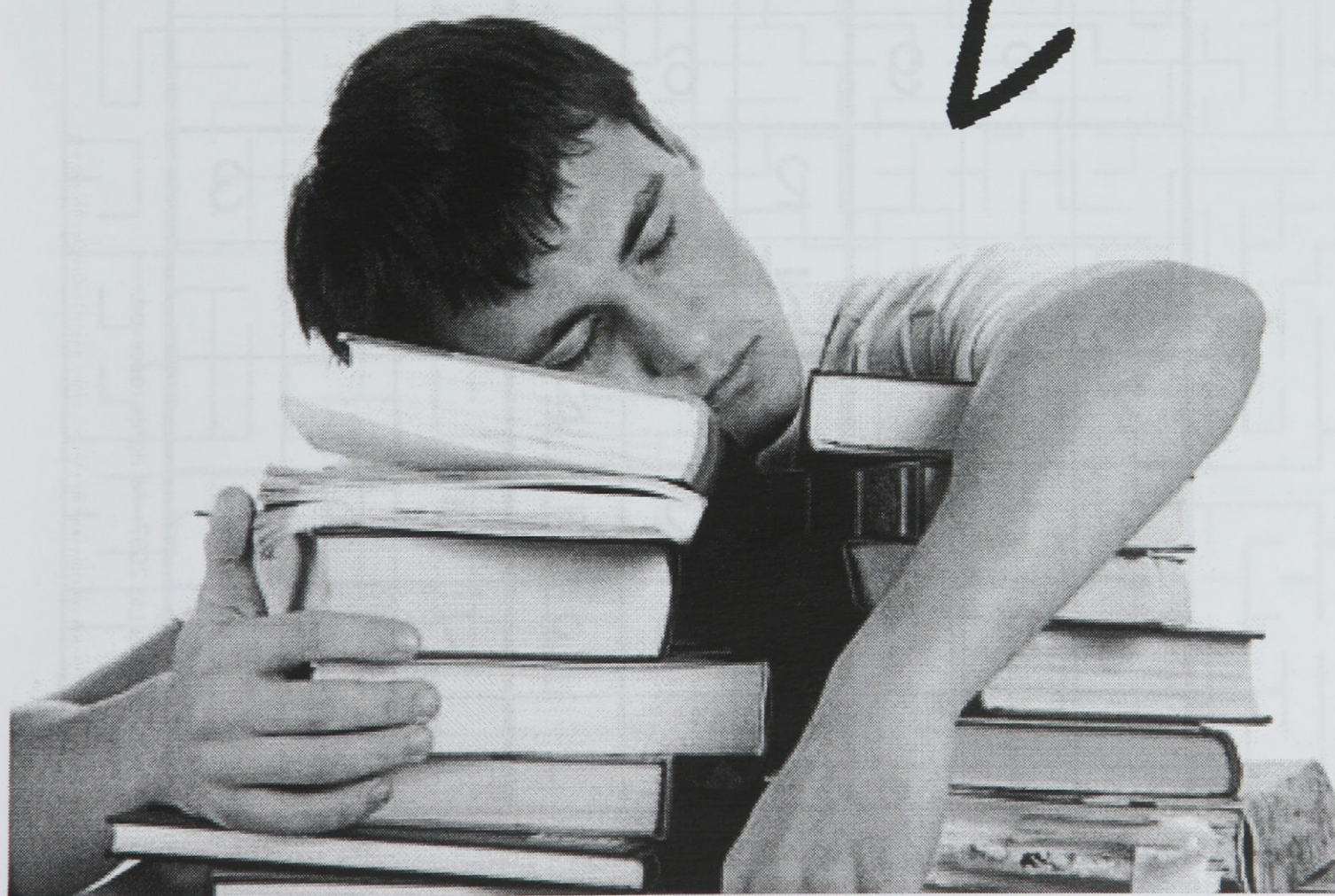
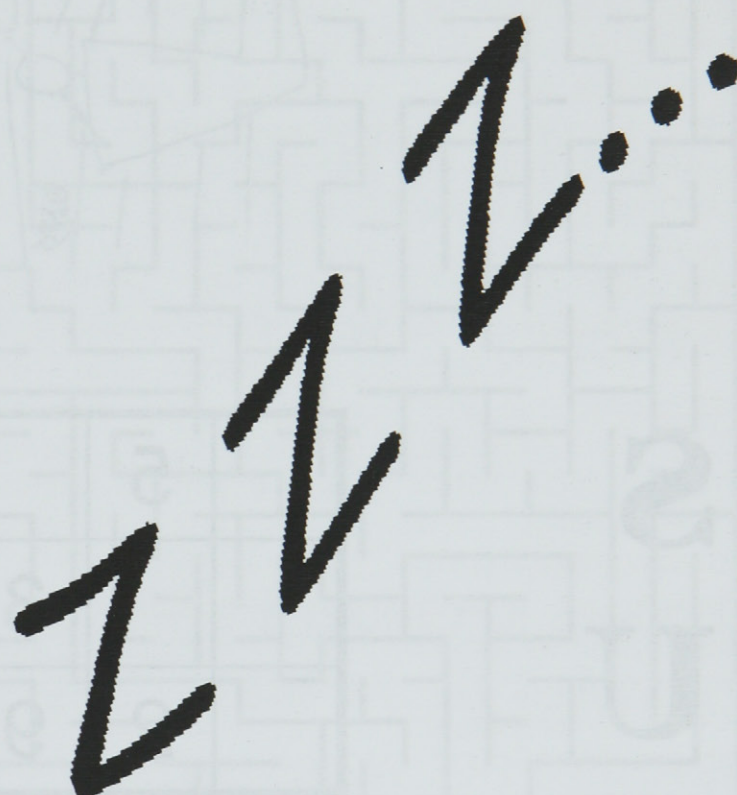
I repeat, **DO NOT DO THIS.** Also, do not sacrifice eating for typing. One suggestion for a 48-hour exam that I and a lot of my classmates took advantage of last year came from Professor Lametti, who suggested that you pick up your exam around 4 p.m. Have a look at it over dinner that night, start brainstorming, and do some research or reading if necessary. **SLEEP.** Spend the next day composing your answers, taking breaks as needed. **SLEEP.** Then you have until 4 p.m. the next day to revise your answers as needed. Sounds pretty great huh? This can also be adapted to a 24-hour take-home, except that you have part of the evening as well as most of the next day to compose and revise your an-

swers.

Another bit of technical advice: **READ THE EXAM CAREFULLY AND BE SURE TO ANSWER ALL QUESTIONS.** When people said this to me last year, I laughed to myself and thought it was something I would not have to worry about since it seems pretty straightforward. Lo and behold, I misread my civil law property exam and answered only part (a) of a question that clearly stated to answer parts (a) **AND** (b). I was also not the only student to do this, so the lesson

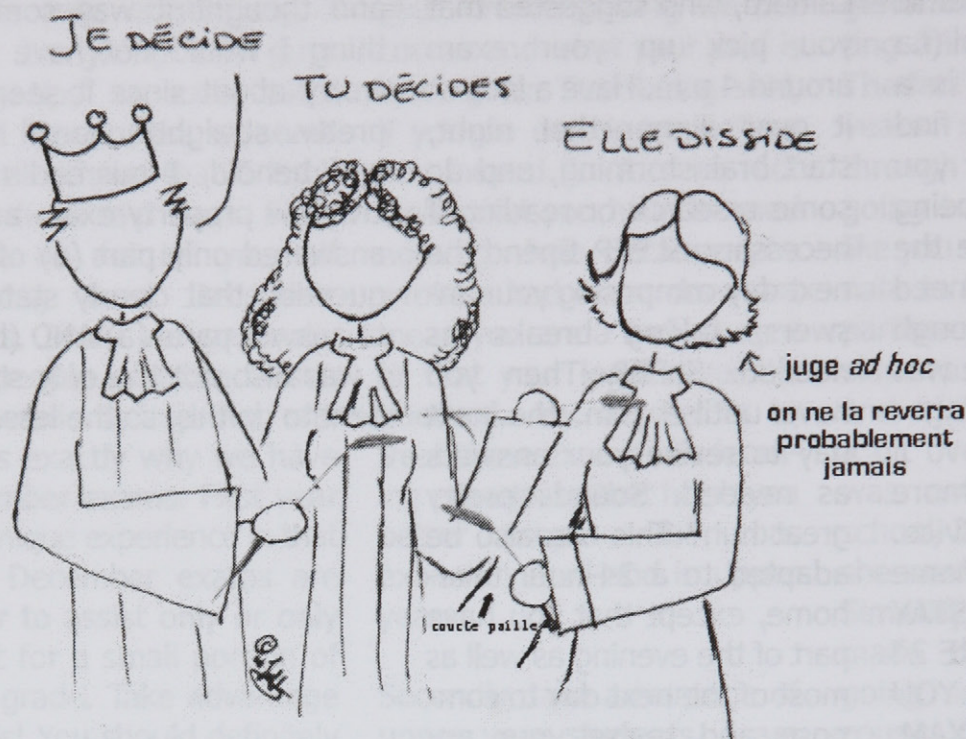
learned is to read and re-read questions to make sure you have answered everything you are supposed to.

That's all the advice I really wanted to pass on, and I hope it has helped. I know I feel better about exams after thinking through all of these things myself. Congratulations on making it this far, and if you ever need a bit of reassurance please stop me in the halls. Good luck with the rest of the semester! ■



COMPOSITION EN TROIS TEMPS

by Laurence Bich-Carrière (LAW IV)



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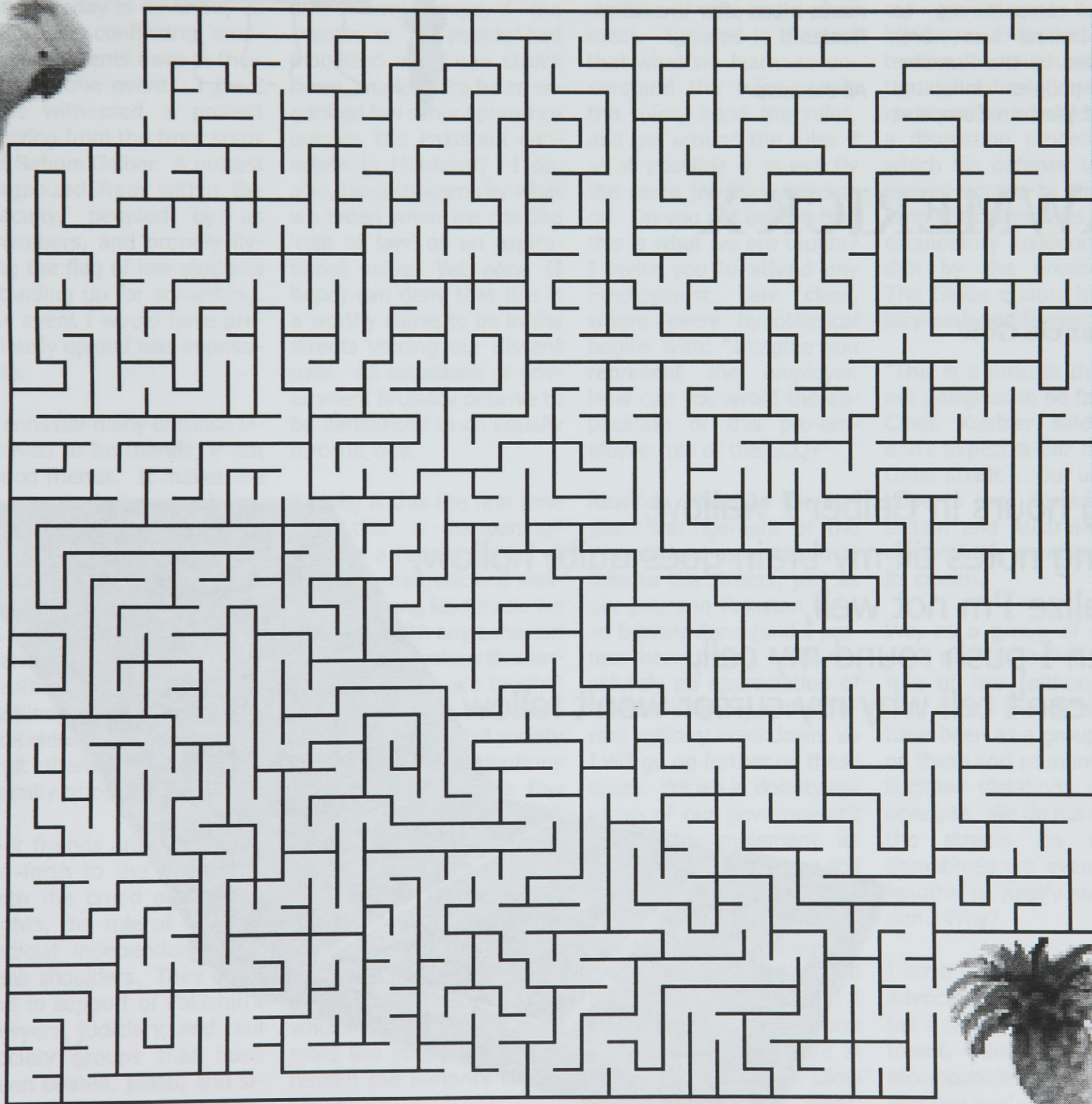
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very hard

PINEAPPLES ARE RICH IN MANGANESE AND STRENGTHEN BONES !

LES ANANAS CONTIENNENT DES ENZYMES ET AIDENT LA DIGESTION !



LETTER TO THE EDITOR

by Matthew Jackson (Law III)

Dear Ms. Gorys,

I very much enjoyed this week's edition of the Quid. I have just one nit-picking comment on your interesting editorial about Halloween that my historian training compels me to make: Ireland was never conquered by the Romans. Gaelic peoples inhabited much of Western Europe at

that time including France, England, Belgium, Switzerland, Scotland and Ireland. They were displaced or assimilated in all these places but Scotland and Ireland, to some extent by the Romans, but for the most part by Germanic tribes after the fall of Rome.

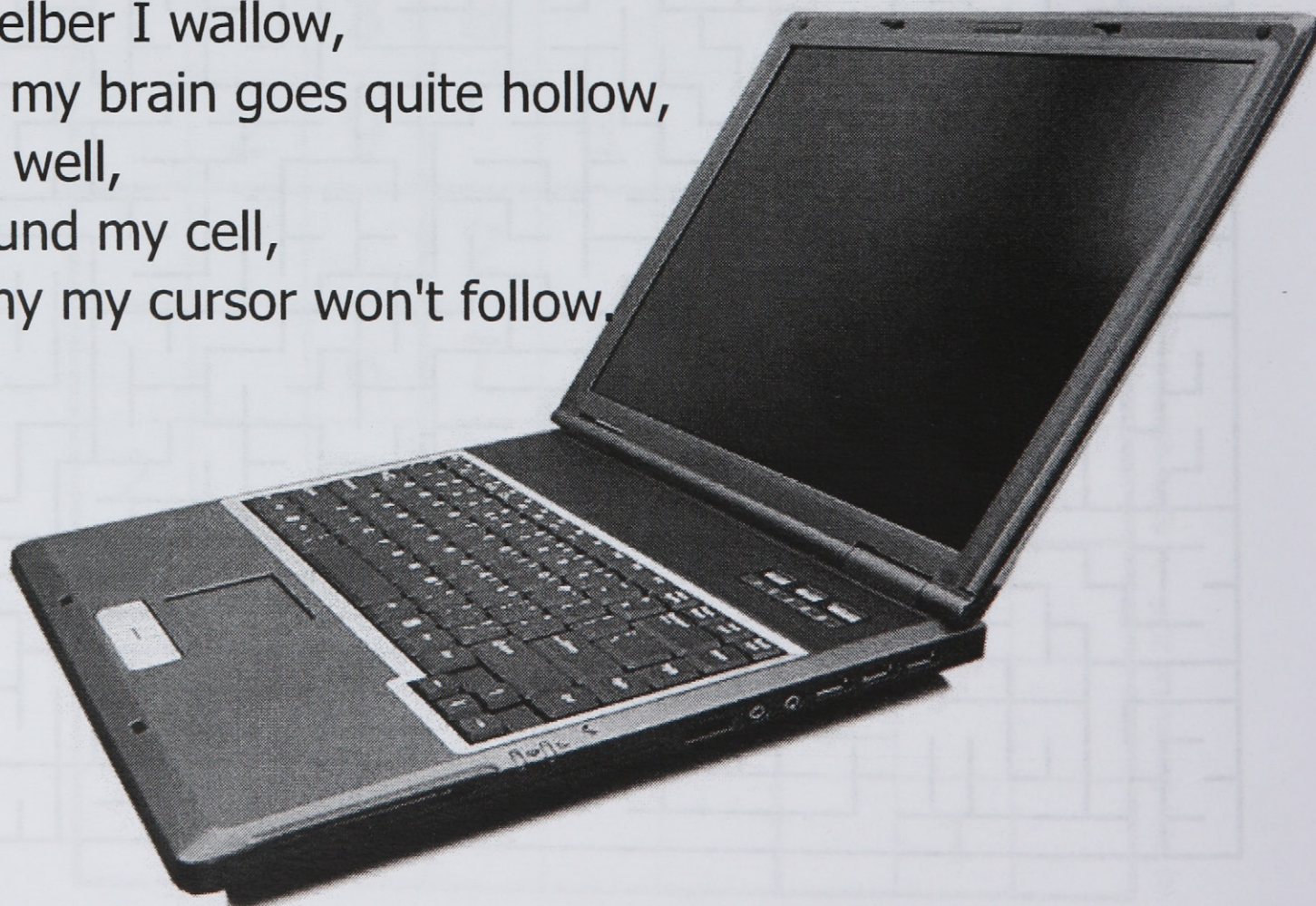
All the best.



LAWMERICK X

by Francie Gow

Long hours in Gelber I wallow,
Typing notes till my brain goes quite hollow,
I realize I'm not well,
When I push round my cell,
And can't tell why my cursor won't follow.



THE SQUARE

TAKE ME BACK TO THE BARRICADE

by Nicholas Dodd (Law III)

I am writing to you aghast, concerned, confused, hopeful and conflicted. While none of these feelings are completely irregular on a Friday afternoon, today is different, as all these conflicting emotional currents have at their source one event. I have just witnessed a protest leaving from the front steps of Nahum Gelber. A protest organized from within the Faculty, peopled by its members, and proudly flying the flag of law students standing up for something. An event I would have previously opined was impossible.

I consider many of those involved to be friends, if not good friends. It makes me happy, and gives me hope, that this is happening. But, as indicated, I am not totally at ease with this protest in support of the 'suit-and-tie' revolution in Pakistan. While support the protest I do, it is a painful reminder of the emptiness, voicelessness and silence that otherwise pervades this Faculty of powerful people.

Our friends and colleagues go forth to the barricades with the creed of "human rights, the rule of law and judicial independence" on their shoulders. They come out in support of Pakistan's lawyers, judiciary, and civil society groups that have been beaten, jailed, and silenced in the past week. Part of me is uncomfortable with the fact that we, as law

students, are only inspired to act when lawyers are forced from their privileged position. If the protest in Pakistan was 'merely' composed of pro-democracy civil society groups, if "the masses" or "the people" had mobilized and been struck down, would there be an organized law school presence outside the Pakistani consulate in Montreal? I do, also, have concerns by what we mean when we cite the 'rule of law' as an aspirational value. Yet none (I hope) can deny that this is a worthy cause to be in the streets voicing our dissent over. All occasions of government brutality deserve to be denounced in an equally forceful way.

So why is this the first time that this is happening? Why, in a Faculty so full of brilliant, energetic and well-spoken young leaders do we fail to act with any cohesion in support of values that underpin what we are taught? So many of you are much more involved in civil society than I, my contributions thus far limited to a few protests and my insufficient yet growing attempt, through Legalease, to open a space for the voiceless groups tirelessly working to build a society that somewhat resembles the values we profess. I admire you wholeheartedly, aspire to be more like you, and yet you remain the minority of our peers.

Perhaps what we are taught

is part of the problem. An attitude pervades, at this school, in the profession, that an advocate and an activist are two different things, entirely inconsistent, and never the twain shall meet. Ignored is the fact that what we learn: to understand the rules, apply the rules, bend the rules, and get around the rules if at all possible – is exactly the same job that activists do. Do you not believe that this is what we are taught? I invite you to attend any Employment Law class, where every hypothetical begins with: "Imagine you represent the employer. How can you avoid the application of this pro-employee rule of the CCQ?"

Rewind. We cite the flagrant infringement of the 'rule of law' as a reason to take to the streets, just as our peers in Pakistan have so bravely done (and I profess here that I have absolutely no appreciation of Pakistan's history or the current military crackdown, so I will go no further on these lines). Yet we in docility approve of our government's refusal to implement its legal obligations under the Kyoto Implementation Act. Some do not. Ecojustice has brought an application for judicial review to force the government to act as it promised, with all the form requirements implicated in the 'rule of law'. We allow our government to effectively eliminate, through underhanded budget cuts, the

Court Challenges Program, the Law Commission and Status of Women Canada, while leaving their duly enacted founding statutes in place. This is, arguably, a violation of the rule of law, or at least a complete disownment of the democratic will of the Canadian people. Omar Khadr continues to be subjected to the absolute farce of a judicial procedure in Guantanamo Bay while our government turns a blind eye. Five years of detention in continued violation of international law, and now he is subjected to a disgusting procedure in which his defense team is denied access to the government's witnesses and to exculpatory evidence hidden by the prosecution. The Globe quotes his military-assigned lawyer today:

"This is a process that was not designed to be fair," Lt.-Cmdr. Kuebler said. "We don't expect a fair trial for Omar Khadr. ... Our ultimate hope is that Canada, like Britain and Australia," will demand the repatriation of its citizen.

We, as a group of people who profess belief in the rule of law (although we may define this differently) have been as a group silent on these and so many other flagrant violations of this principle. We do not take to the streets en masse. Sometimes we even go at lengths to justify such action. Why?

I have failed to be both an advocate and an activist, but I deny that they are different. I deny that they are incompatible. And I affirm that law and politics are one and the same. ■

RETHINKING MEDIA IN HUMAN RIGHTS

by Jennifer Klinck (LAW II)

A few weekends ago, my ex-partner and I went to Vermont to visit a mutual friend. The banality of that set of circumstances highlighted how exceptional the rest of the situation was: my friend was a Tibetan with refugee status in India, a Buddhist monk, and had been my English student in India. I have not fully figured out the process by which he found himself in the United States; I know he was staying with an American friend who had arranged for him to make mandalas at the local college. In many respects, that weekend was surreal; it also prompted me to reflect on issues of perspective.

Most importantly, for me, spending my weekend with a man who had left his family in Tibet and made the treacherous journey across the Himalayas, during which he was shot at by Chinese soldiers and one of his party drowned in a river crossing, so that he could properly pursue his religious training at a monastery in India was humbling. It made the challenges of the law student's life seem rather quaint. Moreover, his optimism, resilience and light-hearted calm made my own propensity for frenetic obsessive behaviour seem petty and wasteful. The time I spent with him

was also a poignant reminder that moments sitting by a river, appreciating the contrast of the crisp fall air and the sun's warmth, while chatting with a dear friend are life's truest pleasures. Such moments cost only time and the ability to notice them – things that can be hard to come by in the goal-oriented legal life style.

These realizations were intensely personal and I do not necessarily expect them to resonate with others; if they do, so much the better. However, one specific incident, which came to my attention more sharply as a result of my working in the Media portfolio of the Human Rights Working Group, forced me to reassess my perspective on the relationship between media and human rights in a way that may have broader relevance. My ex-partner was involved in a conference on refugees and human rights; she wanted to film our friend recounting his journey out of China and discussing his experience as a refugee so she could use the video for the conference. He had told the story and discussed his political views with us and before audiences on numerous occasions; he clearly felt it was important that people understand the kinds of human

rights abuses Tibetans suffer in China. Yet, the proposition seemed to make him uncomfortable; he did not say no, but he was noticeably reticent. Only upon bringing the idea up a third time did we get a clear idea of the problem. He was worried about the potential ramifications of being recorded criticizing the Chinese authorities. He explained that he wanted to be able to return to Tibet some day and see his family; that evidence of him denouncing China could prevent him from ever getting a Chinese visa; or worse, it could lead to his arrest or torture while in China. His concerns were not surprising; as soon as he explained, they seemed obvious. Yet, I was struck by how completely I had overlooked them.

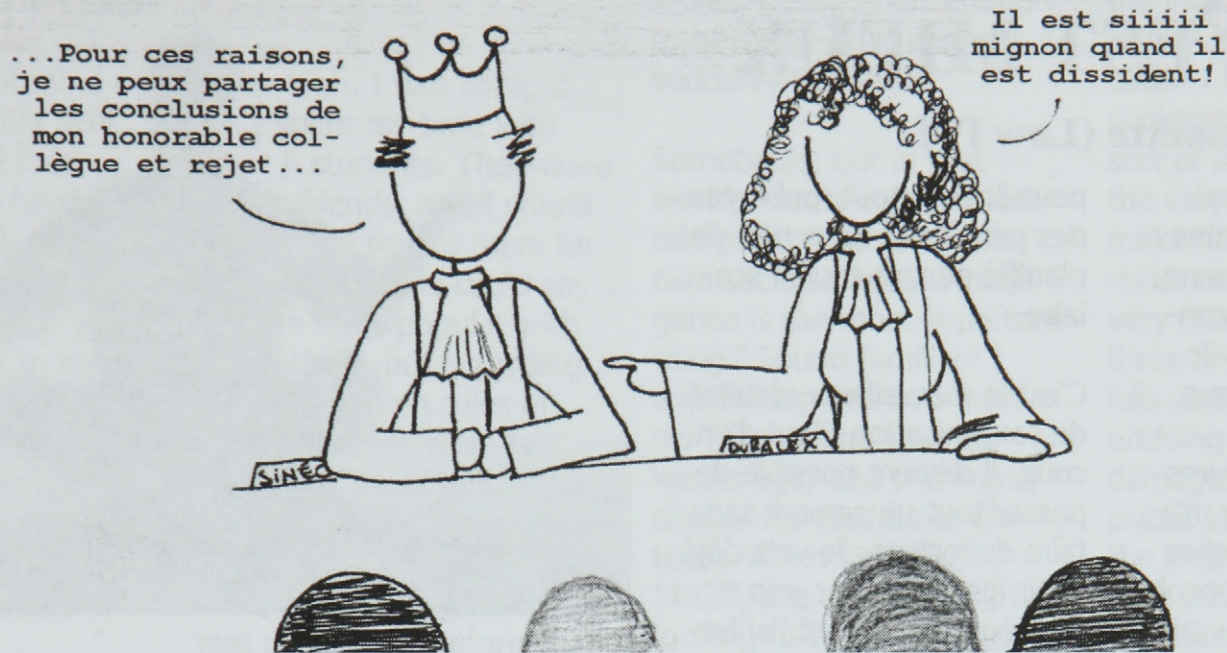
I realized that this oversight was due to an inherent assumption in my perspective on the relationship between media and human rights: that giving a voice to oppressed persons by means of communications media is an unqualified good. There is no doubt that media is a powerful tool in defending human rights. The documentary evidence it provides can help to render human rights abusers visible and accountable to a much wider audience. The recent silencing of all media communications from Burma is a stark reminder of how damaging it can be to remove this visibility. Also, media documentation can have strong symbolic implications of legitimacy for human rights proponents,

as with the recent film and photographic coverage and recording of the Dalai Lama with the U.S. president.

However, I think it can be easy for those of us who experience the freedom to express ourselves and be associated with our statements without fear of persecution to forget that, for some, taking the risk of expressing oneself can be a significant sacrifice. Media can drastically intensify the magnitude of that risk and sacrifice. While using media to document victims of human rights abuses can provide them with the added protection of sympathetic observers; it can also create a basis for their oppression. This is not to say that we should cease zealous reporting of human rights issues, but that we must be conscious of the fact that media is a powerful instrument that must be employed responsibly. We should be sensitive to the very real dangers that media can create for its subjects and give them control over the nature and uses of that media. My friend ultimately agreed to being filmed for this conference on the conditions that the video not be copied and be destroyed afterwards, and also that his name not be associated with the installation. Fundamentally, this solution depended on trust and an appreciation on the part of the media gatherer of the potentially grave consequences of being the subject of media. ■

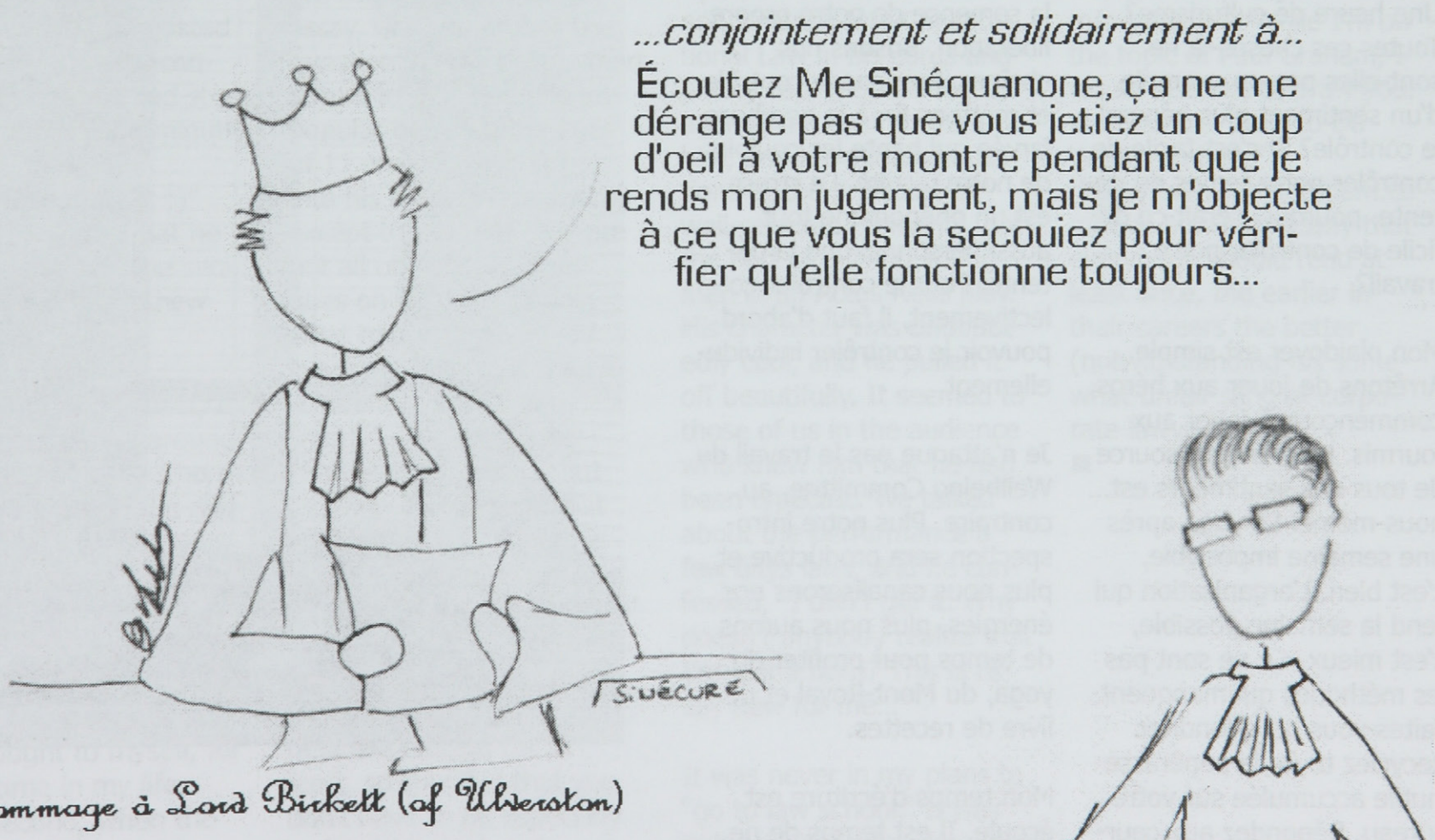
YEAH, A POUTY KIND OF CUTE

by Laurence Bich-Carrière (LAW IV)



JUGEMENT FLEUVE

by Laurence Bich-Carrière (LAW IV)



LE YOGA, C'EST BIEN, L'ORGANISATION, C'EST MIEUX

par Julien Morissette (Law IV)

Le stress vient-il vraiment des contraintes externes que nous ne contrôlons pas? Vous connaissez le discours : « Je suis stressé(e) parce que... il y a trop de travail en méthodologie, les lectures sont interminables, on m'a servi un ultra-caféiné chez Matteo plutôt qu'un chocolat chaud, sept clubs ont vraiment besoin de moi, bla bla bla. » Arrêtons ce roman pathétique – on se croirait des soldats japonais à Iwo Jima qui n'ont plus de munitions!

Pensez à ce que vous associez à la relaxation. Un martini? Un film à la télévision? Une heure de culturisme? Toutes ces choses-là ne sont-elles pas un exemple d'un sentiment plus général, le contrôle? Si c'est facile de contrôler notre temps de détente, pourquoi serait-ce difficile de contrôler notre travail?

Mon plaidoyer est simple. Arrêtons de jouer aux héros, commençons à jouer aux fourmis. La première source de tous nos sentiments est... nous-même. Le yoga après une semaine impossible, c'est bien. L'organisation qui rend la semaine possible, c'est mieux. Ce ne sont pas les méthodes qui manquent. Faites-vous un calendrier. Recyclez toute la paperasse inutile accumulée sur votre bureau. Répondez aux courriels qui moisissent dans votre boîte. Lisez dans le métro ou le bus. Et aussi, ou

peut-être surtout, prévoyez des périodes... sans rien de planifié et sans travail scolaire.

C'est le merveilleux résultat de l'organisation. Tout d'un coup, il devient possible de passer tout un samedi sans faire de lecture. Je vois déjà venir les critiques : « la dernière chose dont j'ai besoin, c'est plus de structure! ». Pourtant, dans mon expérience, plus de structure veut dire plus de liberté. L'organisation est aux études de droit ce que le post-colonialisme est à l'impérialisme.

Nous portons tous en nous la semence de notre propre libération. Brisons nos chaînes, prenons le contrôle et mettons fin à la psychose larvée qui hante les couloirs de notre faculté. Le stress est un phénomène tout aussi personnel que la détente. Pour le contrôler collectivement, il faut d'abord pouvoir le contrôler individuellement.

Je n'attaque pas le travail du Wellbeing Committee, au contraire. Plus notre introspection sera productive et plus nous canaliserons nos énergies, plus nous aurons de temps pour profiter du yoga, du Mont-Royal et du livre de recettes.

Mon temps d'écriture est écoulé. Il est temps de ne rien faire pour le reste de la soirée. ■



NERDY IS THE NEW BLACK

by Francie Gow (Law IV)

A close friend of mine in Ottawa recently sent me an e-mail that made me laugh so hard I almost cried: "Francie, I saw this great t-shirt yesterday that made me think of you. It said, 'Talk nerdy to me'! Perhaps it made her think of me because we are both translators, and she knows how much I appreciate clever wordplay. Which is really kind of nerdy of me.

A few weeks ago I was amazed at how much fun I was having writing a one-credit paper on copyright protection for compilations of data, so I updated my Facebook status to read, "Francie is a copyright nerd." Within a few hours, another good friend from my pre-law life had posted on my wall, "I'm not convinced your nerd-hood stops at copyright!" A few minutes later he added, "Uh... meant affectionately. ;)" The funny thing is that he didn't need to add the second post. I already knew that.

Sometime during Law II, I remember standing around at a cocktail party at Thomson House, right in the middle of things, chatting with a group of my law buddies. All of them were lovely, smart, popular, and fun to be with. And I wasn't on the outside looking in. I suddenly thought to myself, for the first time in my life, "Wait a second, when the hell did I get popular?"

I certainly wasn't popular in

junior high. I had straight A's. I spent my time with other A students. They were terrific friends, and I would never have traded them for anyone else (you could say that we were popular with each other), but according to the unwritten rules of junior high, we were labelled the "nerd herd" and therefore barred from popularity in the strict public-school sense. High school was pretty much more of the same. I didn't start dating until university.

Last year I stumbled across a series of essays written by computer programmer Paul Graham, and the following was one of the titles that caught my eye: "Why Nerds are Unpopular." In that essay, Graham probes the question of why being smart seems to make people unpopular between the ages of 11 and 17. I won't get into his proposed answers, except to say that they are not all obvious. He then goes on to try to explain what happens when you leave the high school environment. "Smart" and "nerdy" may seem interchangeable to teens, but "it's only the context that makes them so. A nerd is someone who isn't socially adept enough. But 'enough' depends on where you are. In a typical American school, standards for coolness are so high (or at least, so specific) that you don't have to be especially awkward to look awkward by comparison." The important differences of the world

beyond high school are "not that it's populated by adults, but that it's very large, and the things you do have real effects." When the things you do have real effects, he writes, being smart enough to have the right answers suddenly has value.

Sometimes, out in that world, "nerds collect in certain places and form their own societies where intelligence is the most important thing." Sound familiar? I was talking this over with my friend Kandice a few weeks ago, and she immediately warmed up to the topic. When she got to McGill, she told me, she was looking forward to a fresh start. "But then I realized that I wasn't nerdy enough to be considered cool around here!" (Don't worry Kandice; you are plenty nerdy enough to be my friend.)

Three years ago, my friend Ryan, who used to slouch nonchalantly into Constitutional Law in his cords and jaunty cap, prop his leg up against the chair in front of him, and lob piercing questions at the professor at well-selected moments, got the part of a dying young man in an Actus Reus play. His character was undoubtedly cool, and he pulled it off beautifully. It seemed to those of us in the audience who knew him that he had been typecast. We talked about the performance a few days later, and he confessed, "I don't get it. Why doesn't anybody realize that I'm just a nerd? This is really new for me..."

It was never in my plans to "go to law school." It was quite an impulsive decision on my part, and one that I have never regretted. This

is partly because I am a nerd at heart and I really do enjoy translating judgments, writing definitions at the Private Law Dictionary and mucking about among the intricacies of the Copyright Act. But it is also because I have, quite by accident, stumbled into a sort of fantasy land where the very things that used to make me unpopular now make me popular. That is a very nice way to spend three and a half years, and has gone a long way toward undoing the psychological damage inflicted upon me in public school. Writing for the student newspaper in high school would have gotten me raised eyebrows. Now I send in limericks, of all things, and get fan mail! I don't know about you, but I plan to enjoy this while it lasts.

Postscript: "Why Nerds are Unpopular" can be accessed at <http://www.paulgraham.com/nerds.html>. While I'm on the topic of Paul Graham, I would also like to draw your attention to "How to Do What You Love" (<http://www.paulgraham.com/love.html>), an essay that everybody should read at least once, the earlier in their careers the better (notwithstanding his somewhat unfair sling at corporate lawyers).

■

RESPONSE TO LÉVESQUE AND HERMAN ON REASONABLE ACCOMMODATION

by Guy-Philippe Allen Bouchard (Law II)

I overwhelmingly share the hopes of Claude Lévesque and Alex Herman for an ever more tolerant and inclusive society. However, I find their view on the use of history as a means to shape "national memory" to be unacceptable. I am of the opinion that teleological history is not only incapable of promoting inclusivity and tolerance, but also adverse to those values.

According to Lévesque and Herman, "a pluralist society must approach its history in one of two ways." Teleological history, their first approach, is the view that history ought to be written to advance and justify some ideals favoured by its author. Lévesque and Herman are of the opinion that good history is not particular to a society, but fundamentally invested in a "universal," "teleological movement of global importance." This movement appears to be the unstoppable rise of rights and freedoms, in a "federalist context." Good history is supposed to "make over" leaders – such as Papineau, Lafontaine, and Lévesque – by erasing all evidence of their "tribalism" and "nationalism" and recreating them as "profound thinkers" of the likes of Pierre Trudeau. Their second approach is to "negate history in favour" of progressive nationalism, of

a society founded upon "collective imagination" and "the tolerance of difference." I believe that this second approach is essentially the same as the first: teleological history is the negation of history.

Inclusivity as a social goal cannot be accomplished without addressing the roots of social exclusion. Teleological history cannot advance this goal, since it is premised upon blindness to select realities. Lévesque's and Herman's version of teleological history is even worse, because they argue that it should neglect the very evil they intend it to fight: exclusion. Let us illustrate this point by looking at some familiar historical events. Former Prime Minister Trudeau is generally recognized as having fought for tolerance and inclusion. The Charter of Rights and Freedoms is often offered as conclusive evidence of this view. Yet, in 1982, he repatriated the Canadian Constitution without the assent of the Government of Quebec. It is true that many Quebecers supported the move. However, it is also true that at least 40% of Quebecers opposed it. By proceeding without the consent of a constituency powerful enough to control the provincial government and to pose a serious challenge to Canadian unity, Trudeau created feelings of

resentment and exclusion in many Quebecers. The point is not whether Trudeau was right or wrong. It is that if history overlooks episodes of exclusion such as this one, how is it to make sense of subsequent events like Meech Lake, Charlottetown, and the 1995 referendum? Teleological history utterly fails, like all propaganda, as a framework to understand history.

In a society respectful of intellectual freedoms, the state has very limited control over the diversity of historical consciousnesses. Lévesque and Herman never denied that historical evidence of social exclusion existed, they simply favoured disregarding it. I contend that a society sharing this view would be dramatically ill-equipped to address and respond to the grievances of socially excluded groups in an inclusive and tolerant manner. Differences leading to social exclusion are themselves the product of history. Social responses to differences are largely culturally inherited. People learn to shape their attitudes vis-à-vis others from the stereotypes that exist in their culture. Their views are then shaped by their own reflections and investigations, which lead them to accept or reject the stereotypes. While some of the arguments they weigh in this process certainly

have nothing to do with history, the image of the other they analyze is itself a product of some historical evolution. If the prevalent view of history ignores social exclusion, this analytical process is impaired because otherwise useful information about the victims of stereotypes is shut out.

If the goal of society is to promote harmonious social relations, bonds of solidarity and universal respect of human dignity, then whatever the pursuit of historical inquiry reveals must be embraced. Social exclusion is overcome when empathy transcends cultural differences. Narratives emphasizing tolerance and inclusivity are useful, but they are no substitute for the genuine desire to understand one's neighbour. There may always be a danger that some will use the "negative" elements of history for personal or political gain. This danger, however, in no way implies that the existence of such elements be denied or even minimized. An argument can only truly win on the balance of all the evidence. The society I wish to call mine ought to have the courage to acknowledge its history in full, and confront its problems honestly. ■

UNE DÉPENDANCE À LA CONTROVERSE?

par Hugues D. Bergeron (Law I)

Comment devons-nous traiter avec quelqu'un qui se nourrit de controverse? C'est une question que je me pose depuis la semaine dernière, suite à la lecture de la chronique de Ben Lemieux dans le McGill Tribune. Dans cette chronique intitulée « Quebec's apartheid politics », M. Lemieux s'est moqué de la langue et de la culture québécoises et il a jonglé avec les concepts d'apartheid et de néofascisme d'une manière pour le moins cavalière.

Évidemment, je bouillonnais de rage lorsque j'ai lu sa chronique. Je voulais y répondre mais j'en suis vite venu à voir les choses différemment. Quiconque écrit un texte de la sorte, à moins qu'il ne soit profondément stupide ou incroyablement endoctriné, sait qu'il va créer une controverse. Dans le cas de M. Lemieux, je dirais même que c'est ce qu'il voulait. Apparemment, il n'en serait pas à sa première chronique contestée. Dans la mesure où répondre à son texte équivaldrait à jouer son jeu, j'avais cru mieux de garder le silence. Mais lundi dernier, j'ai changé d'idée.

C'est qu'en fait le journal « La Presse » est allé voir M. Lemieux pour lui demander de s'expliquer. Ce dernier a répondu que le tout était de « l'humour macabre » et qu'il y avait « une part d'exagération » dans ses chroniques. Alors là... Ça vraiment, je ne pouvais pas le laisser passer.

Quand on a développé l'habitude malsaine de se nourrir de la controverse, on doit au moins avoir la décence de vivre avec les conséquences de ses actes. On doit se tenir debout lorsque, par la suite, on vous demande des explications. On doit assumer ce qu'on a dit. On ne parle pas d'une erreur dans un discours. On parle ici d'une chronique, écrite, lue et relue, dont le contenu aurait pu être changé à cent reprises. Mais ce ne fut pas le cas. Ce qui fut publié fut publié, c'est à M. Lemieux de vivre avec.

Parce qu'en fait il y a deux possibilités. La première est que M. Lemieux a peur. Il a vu que la controverse est allée trop loin, elle a dépassé les simples limites du campus de l'université McGill. Dans un souci de limiter les dégâts, il a peut-être tenté de réparer les pots cassés en disant que le tout n'était que pour rire. La deuxième option est que M. Lemieux est sincère : la chronique était vraiment de l'humour. Si c'est le cas, alors nous avons affaire à une sérieuse erreur de jugement. Une telle blague pourrait peut-être être acceptable (et encore) lorsqu'elle sort de la bouche d'un humoriste qui fait un spectacle. Mais pas lorsqu'elle est publiée par un chroniqueur dans un journal étudiant qui se veut sérieux. Absolument rien dans le contexte n'était supposé nous faire croire que cette chronique était de l'humour. Après tout, on parlait d'apartheid et de néofascisme.

En fait, je me demande comment M. Lemieux réagirait si Mme Marois employait son type d'humour, c'est-à-dire de mauvais goût, et au mauvais moment. Il se ferait probablement un devoir de la présenter comme la fille illégitime d'Hitler, et il le ferait probablement sérieusement.

De toute manière, ce qu'il faut voir dans ce texte, c'est ce qui s'y trouve. M. Lemieux aura beau tenter de dire qu'il s'amusait, cette condescendance envers le Québec, sa population et sa langue, était bien sentie. Elle était tout sauf improvisée. Son but n'était pas de faire sourire les Québécois et les étudiants de McGill. M. Lemieux a vu à travers le projet de loi 195 une occasion de déverser son fiel. Et il s'en est donné à cœur joie. S'il écrivait ces mots en sachant qu'ils n'étaient pas vraiment sérieux, il reste certain qu'il n'a rien fait pour que nous sachions que ses écrits étaient humoristiques.

Enfin bref, que faire, comme je le disais en début de texte, avec ces amateurs de problèmes? Ce besoin de s'abreuver de controverse, on le retrouve dans des animateurs de radio démagogues et nuisibles tels Jeff Fillion, André Arthur et Richard Champagne. Ces personnes s'emploient, voir même s'efforcent de déterrer des sentiments néfastes que la majorité de nos concitoyens mettent de côté grâce à une pensée rationnelle. Ils frappent sans raison et sans fondement sur des individus ou des groupes en tentant d'amener des gens à les suivre. Il semble se délecter lorsqu'on les poursuit, lorsqu'on leur demande de s'excuser ou de se rétracter. J'en viens donc à la conclusion que la meilleure chose à faire est de les banaliser. Tenter de contrer leurs argu-

ments ne saurait être utile car possiblement que, comme M. Lemieux, ils trouveront un moyen de ne pas s'expliquer. Il faut les ignorer, ne pas leur donner l'attention dont ils semblent avoir tant besoin. J'écris ce texte maintenant, même s'il ne respecte pas ce raisonnement. Je vous invite cependant, M. Lemieux, à continuer de faire le fou. Vous semblez vous trouver très drôle. C'est tant mieux pour vous. Pour ma part, lorsque je lirai une autre de vos chroniques du même genre, je rirai également.

Je vous laisse deviner si je rirai du contenu, ou de son auteur...

Sincèrement,

Hugues D. Bergeron

p.s. : Je tiens à présenter mes excuses à M. Lemieux. Alors que je parlais de son texte dans le cours de Méthodologie légale du mardi 6 novembre, j'ai dit qu'il avait présenté le Québec comme un état néofasciste. C'est faux. Il utilise le terme « néofascisme » après avoir discuté du projet de loi de Pauline Marois. Il serait erroné d'assumer qu'il faisait référence à l'intégrité du Québec. Je suis désolé d'avoir induit mes collègues de classe en erreur.

Si vous voulez lire la chronique de M. Lemieux, allez sur le site du McGill Tribune. Tapez « Ben Lemieux » dans l'espace « research ». Sa chronique, publiée le 30 octobre 2007, s'intitule « Quebec's apartheid politics ». À vous de décider si vous voulez souscrire à mon raisonnement ou plutôt faire savoir à M. Lemieux ce que vous pensez..■

JUST WATCH ME

by Léonid Sirota (Law III)

In their articles published in the last edition of this newspaper, Lissa Greenspoon ("Special General Meeting-Turned-Gongshow") and Alexandra Dodger ("A Space for Debate") make a number of serious accusations against a member of the LSA Executive. Since I am the person in question, I would like to respond to these accusations, which are entirely unfounded. Note, however, that – as usual – my positions are my own, and do not necessarily reflect those of my fellow LSA Executive members. Before I begin, I cannot help but note the sweet irony of a member of the McGill Radical Law Community accusing me of undermining democracy. This time last year, you may recall, I had to publish a couple of articles in the Quid to remind Rad Law of the importance of democracy, after the self-styled community called on law students to disrupt a lecture by a visiting academic who happened not to have enough love for trade unions by Rad Law's standards. I am glad to see that in theory at least, the lesson has been learned.

Practice is another matter, for Ms Greenspoon, as well as Ms Dodger, would like to advance the cause of democracy by denying my own democratic right to free speech. Ms Greenspoon accuses me of intimidation, and Ms Dodger, of undermining the democratic process, for the sole reason that I have argued in favour of certain positions at vari-

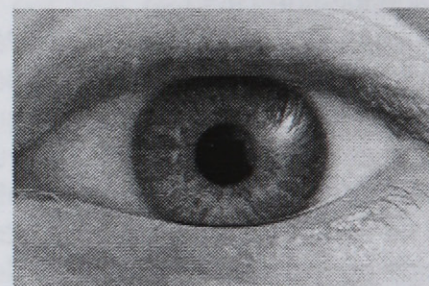
ance with those of the Special General Meeting's (SGM) instigators. These accusations imply that they believe that I should have either agreed with the SGM's instigators or kept silent. Yet I did not leave my opinions and the right to hold and express them at the doorstep of the LSA office the day I signed up as a candidate for a position on the LSA Executive. I remain an LSA member, free to speak my mind (including on Facebook!) and to try, to the best of my ability, to persuade my fellow students to share my opinions. While I have tried to present my viewpoint as forcefully as I could, I do not see why I should be refraining from doing so – especially since I have neither the physical stature nor the authority to intimidate anyone. If you have a bleeding heart and are unable to tolerate some strong argument, then, to the risk of repeating Pierre Trudeau and myself, all that I can say is 'go on and bleed.'

As for the argument that the positions that I have taken during the SGM undermine democracy, it is equally baseless. I should have thought that attending an assembly and speaking there is an enhancement of the democratic process. Not so for Ms Greenspoon and Ms Dodger, for whom one is not a democrat unless one shares their opinion that the LSA ought to be making certain controversial claims on behalf of its membership. With that I heartily disagree. It does not make

me any less of a democrat, and I have no lesser right to call on my fellow LSA members to endorse my position than the SGM's instigators to promote theirs.

Although – of course – not everyone will agree with, my position that the LSA should abstain from adopting motions making claims that it is in favour of or opposed to something as controversial as tuition fee increases is a principled one. I happen to believe that as matter of principle, a body corporate should not be making such claims when a significant minority of its members are in strong disagreement with them. The majority – especially one of people attending a general meeting which many were unable to attend due to other obligations – has no moral right to speak on behalf of the minority. Yet this is precisely what adopting such motions entails: the majority view is proclaimed to be that of the whole polity, denying the existence of the minority view. The effect of the motions, as they were worded, was purely and solely symbolic. And the symbolism of a majority pretending that a minority's position simply does not exist is frightening. Therefore, although I am by no means opposed the LSA membership convening to discuss controversial issues such the recent tuition fees increase, I believe that the LSA ought not to be making claims symbolically denying the deep divisions existing within it. I fail to see any "intellectual dishonesty" in this position and it is certainly not motivated by fear. I can only wonder what causes Ms Dodger to accuse me of being "intellectually dishonest" and "afraid".

In short, contrary to Ms Greenspoon's and Ms Dodger's accusations, I am committed to democracy – and this includes exercising my own democratic rights, such as that of free speech and that to petition the LSA Judicial Board. Again, I stress that the way in which I exercise my rights reflects my own views only, and should not be used to judge anyone else – including the LSA Executive. That being said, I shall feel free to speak out and to act according to my own conscience: just watch me.



RESPONSE TO "SPECIAL GENERAL MEETING-TURNED-GONG SHOW" AND "A SPACE FOR DEBATE"

by Hilary Johnson, LSA President, on behalf of the LSA Executive

The LSA Executive wishes to address the comments provided by Ms. Lissa Greenspoon and Ms. Alexandra Dodger in their respective articles published in last week's *Quid Novi*, and to offer clarification to all students on matters pertaining to the Special General Meeting ("SGM") held on October 31st.

The SGM's Organization and the Role of the LSA Executive

In Ms. Dodger's article, she writes that "it was not [Camille Bérubé's] responsibility to coordinate or promote this meeting...or to present a point-by-point plan of action on how the LSA Executive ("LSA") would react to and interpret her motions". Ms. Dodger implies that these tasks were the responsibilities of the LSA. With all due respect to Ms. Dodger's opinion, this is not so. The LSA did call the meeting subsequent to the submission of the student-initiated petition, and the LSA notified the students of the subjects proposed for discussion by the student who initiated the meeting. The LSA took care of booking the venue, providing the Speaker and a Minute taker. We did indeed "create a functioning space for [students'] voices" and the LSA has no obligation to promote and advertise the event, be-

yond the constitutionally mandated notifications. In fact, the Constitution contemplates that the LSA Executive might take no action at all upon receiving a petition calling for a SGM. Although the LSA certainly did not embrace and actively promote the organizer's agenda, we took reasonable steps to discharge our Constitutional responsibilities and thereby facilitated the SGM for the organizer. This was not an LSA Executive-initiated SGM, but rather a student-initiated assembly. Therefore, the student was in a much better position than the LSA to provide an agenda, interpret and explain the motions. Furthermore, we cannot reasonably be expected to establish our own plan of action in response to vague motions that were being modified before our eyes, during the SGM. As for the LSA's supposed obligation to be at the forefront of advocating for a policy in the interests of its members, it is presumptuous to imply that the motions in question are in the interests of the student body, before they have even been voted on. The LSA does not have a crystal ball revealing the student body's interest and is not so arrogant as to presume to know them. The very objective of the meeting was to identify what the students believe their interests to be, in relation to the issues raised. The

LSA should not be under an obligation to advocate for something that it does not know.

LSA Executives' Personal Views

As members of the LSA, LSA Executives are entitled to express their personal opinions and advocate for them during such meetings. In two e-mails sent out prior to the meeting, the LSA reminded the students that such opinions belong to those who express them and are not a statement of an official position of the Executive as a whole. We believe that Executives sharing their views contributes to the democratic process, rather than it undermining it. Any interpretation of "the LSA Executive's position" is pure speculation: the Executive as a whole is committed to not taking one until it has been voted on by the student body.

The LSA Speaker

Ms. Greenspoon claims that the LSA Speaker was "unprepared, uninformed, and obviously hostile". Yet although the meeting might not have been flawless, at no moment did the Speaker lose control of the proceedings. Indeed, we believe that under the difficult circumstances of the meeting, including a divided student body and vague mo-

tions which many students in the attendance were unable to understand, the Speaker acquitted himself of his task as well as he could reasonably have been expected to. Ms. Greenspoon does not provide any evidence in favour of her very serious claims that the Speaker was "opposed to very idea of holding the meeting", "hostile", and that his supposed errors "directly impeded the democratic process". Such serious claims should not be made unless they can be supported by substantial evidence. The presumption of good faith should apply to the LSA Speaker as well as to any other member of our community, or indeed any other person.

Solutions for a Forum of Debate

Ms. Dodger, in conclusion, expresses a desire for the LSA Executive to "facilitate a proper forum of debate on the issues facing us". The LSA conformed to its constitutional duties in relation to the SGM. However, a more appropriate setting – an informal one, less susceptible to the weighing down of the "procedural landmines" that govern meetings in which motions are voted on – would be beneficial to the Faculty. At LSA Council on November 7th, a motion for the scheduling of a Town Hall before the next SGM was carried. The LSA Council hopes that such a forum will foster the discussion and debate that is impractical to engage in during a SGM, and that this Town Hall will ease students into the extended student-initiated SGM to be held in January. ■

COMFORT FOOD

RECIPES

NOTE: THESE RECIPES COME FROM PEGGY TROWBRIDGE FILIPPONE (HOMECOOKING.ABOUT.COM)

Tuna Casserole Recipe

You can substitute crab, lobster, salmon, chicken or turkey for the tuna with equal results.

INGREDIENTS:

1 Tbsp butter or olive oil
1/2 cup diced onion
1/2 cup diced celery
1 can cream of mushroom soup
1/2 cup water or milk
8 ounces frozen peas
1 (6-ounce) can tuna packed in water or oil, undrained
1 cup buttered bread crumbs or crushed plain potato chips
8 ounces packaged wide noodles, cooked al dente

PREPARATION:

Preheat oven to 400 degrees F. Spray a glass casserole dish with vegetable oil or lightly grease.

In a large saucepan, saute onion and celery in the butter or olive oil until vegetables are barely soft, but not mushy.

Add mushroom soup, water, and peas. Bring to a simmer, stirring to dissolve soup. When it begins to boil, turn off heat and gently fold in tuna with liquid.

Add cooked pasta noodles and toss to coat with sauce. Pour into prepared casserole and top with bread crumbs or potato chips. Bake 30 to 40 minutes until heated through and topping is

lightly browned.

Yield: 4 to 6 servings

Variations:

This basic recipe has so many variations that it is difficult to describe them all. If you don't have celery, use all onion, and vice versa. Broccoli can be substituted for the peas. Chicken or clam broth can be used instead of water or milk. Any canned or cooked seafood can be substituted for the tuna, and it also works with leftover or canned poultry. Some folks like to add cheese to the sauce or as a topping. Low-fat, low-calorie, and/or low-salt products may be used with equal success. Feel free to modify to suit your own tastes.

Beef & Guinness Stew Recipe

Ingredients

2 pounds lean stewing beef
3 tablespoons oil
2 tablespoons flour
Salt and freshly ground pepper and a pinch of cayenne
2 large onions, coarsely chopped
1 large clove garlic, crushed (optional)
2 tablespoons tomato puree, dissolved in 4 tablespoons water
1-1/4 cups Guinness stout beer
2 cups carrots, cut into chunks
Sprig of thyme

Instructions

Trim the meat of any fat or

gristle, cut into cubes of 2 inches (5cm) and toss them in a bowl with 1 tablespoon oil. Season the flour with salt, freshly ground pepper and a pinch or two of cayenne. Toss the meat in the mixture.

Heat the remaining oil in a wide frying pan over a high heat. Brown the meat on all sides. Add the onions, crushed garlic and tomato puree to the pan, cover and cook gently for about 5 minutes.

Transfer the contents of the pan to a casserole, and pour some of the Guinness into the frying pan. Bring to a boil and stir to dissolve the caramelized meat juices on the pan.

Pour onto the meat with the remaining Guinness; add the carrots and the thyme. Stir, taste, and add a little more salt if necessary.

Cover with the lid of the casserole and simmer very gently until the meat is tender -- 2 to 3 hours. The stew may be cooked on top of the stove or in a low oven at 300 degrees F. Taste and correct the seasoning. Scatter with lots of chopped parsley.

Yield: 6 to 8 servings

All Day Macaroni & Cheese (Crockpot) Recipe

Ingredients

8 ounces elbow macaroni, cooked and drained
1 (12 ounces) can evaporated milk
1-1/2 cups milk
2 eggs
4 cups shredded Cheddar cheese, divided
1 teaspoon salt

1/2 teaspoon black pepper

Instructions

Place the cooked macaroni in a slow cooker that has been coated with nonstick vegetable spray. Add the remaining ingredients except 1 cup of the cheese; mix well. Sprinkle with remaining 1 cup cheese, then cover and cook on the Low setting for 5 to 6 hours, or until the mixture is firm and golden around the edges. Do not remove the cover or stir until the macaroni has finished cooking.

Yield: 4 servings

Bacon Ranch Potato Salad Recipe

Take potato salad to an entirely new level with the flavors of bacon and ranch dressing. Waxy potatoes (such as Red Bliss and Yukon Golds) work best because they hold together better. Plan ahead to refrigerate to let the flavors meld before serving.

INGREDIENTS:

3 pounds small red potatoes
1/2 cup mayonnaise
1/4 cup ranch dressing
1 teaspoon kosher salt
1/2 teaspoon fresh ground pepper
1/8 teaspoon garlic powder
6 slices bacon, cooked crisp and crumbled
1/2 cup chopped celery
1/2 cup chopped sweet onion
1/4 cup chopped red bell pepper
1/4 cup chopped green bell pepper
1/4 cup wedge-cut black olives

PREPARATION:

Steam or gently boil red potatoes (skin on) in salted water until tender but not mushy. Drain and let cool. Cut into 1-inch chunks.

In a large bowl, whisk together mayonnaise, ranch dressing, salt, pepper, and garlic powder until combined.

Add potatoes, bacon, celery, sweet onion, bell peppers, and olives.

Toss gently until well-combined.

Refrigerate potato salad at least 4 hours or overnight for flavors to blend.

Yield: 16 servings or about 8 cups

Fresh Tomato Bisque Recipe

Ingredients

3 tablespoons butter
1 medium onion, coarsely chopped
2 tablespoons all-purpose flour
2 cups water
4 pounds tomatoes, peeled, seeded, and cut into pieces
2 tablespoons light brown sugar
6 whole cloves
1 teaspoon salt
Freshly ground black pepper
1 cup medium or whipping cream

Instructions

Melt the butter in a large saucepan. Add the onion and toss to coat. Stir over medium heat until the onion is tender. Sprinkle on the flour and continue stirring over medium heat until the mixture foams. Stir in the water and bring to a boil. Measure out 3/4 cup of the tomato pieces and set aside. Add the remaining tomato pieces to the boiling mixture. Stir in the brown sugar and cloves. Reduce the heat and cook, uncovered, at the gentle bubble for 30 minutes.

Transfer to a food mill and force through. Return to the saucepan and stir in the reserved tomato pieces. Blend in the salt, pepper, and cream. Place over medium heat and warm gently, but do not boil.

Yield: 6 servings

Homemade Tomato Sauce Recipe for Spaghetti

Ingredients

1/4 cup extra-virgin olive oil
1 large onion, peeled, coarsely chopped (2 cups)
1 large carrot or 2 small carrots, peeled, coarsely chopped (about 3/4 cup)
3 garlic cloves, peeled, finely chopped
5 large tomatoes, coarsely chopped (4 cups) or 2 (28-ounce) cans whole tomatoes, drained, coarsely chopped
2 tablespoons tomato paste
Coarse sea salt to taste
Freshly ground black pepper to taste

Instructions

In a large heavy skillet, heat the olive oil over medium-high heat. Sauté the onion and carrot for 2 to 3 minutes, reduce the heat to medium, cover and sweat the vegetables over medium heat for about 25 minutes or until soft and golden.

Add the garlic, stir well, cover and sweat for 5 minutes more or until softened. Add the tomatoes and tomato paste. Bring to a boil, reduce the heat to medium-low and simmer, uncovered, for about 10 minutes to blend the flavors.

Push the cooked sauce through a food mill or blend in a food processor and

push through a sturdy, small-holed strainer into a large bowl. Add salt and pepper to taste.

The sauce can be cooled and stored in the refrigerator for up to 1 week or frozen up to 3 months.

Yield: 8 servings

Variations

¥ Add 1/4 cup chopped fresh basil at the very end of cooking.

¥ Fry 6 to 8 fresh sage leaves in olive oil until golden brown. Gently crumble the sage over the pasta just before serving.

¥ Add 6 ounces of fresh goat cheese to the sauce.

¥ Add additional olive oil.

¥ Add 2 ounces of good-quality balsamic vinegar.

Big Chocolate Chip Cookies Recipe

Ingredients

2-1/4 cups flour
1 teaspoon baking powder
1/2 teaspoon baking soda
1/2 teaspoon salt
1 cup (2 sticks) unsalted butter, softened
3/4 cup granulated sugar
3/4 cup light brown sugar
1 teaspoon vanilla extract
1 large egg, cracked into a small cup or saucer
1/2 cup semisweet chocolate chips
1/2 cup milk chocolate chips
1/2 cup white chocolate chips
1 cup chopped, toasted walnut pieces (optional)

Instructions

Preheat the oven to 350 degrees F.

Sift together the flour, baking powder, baking soda, and salt into a medium bowl and set aside.

Place the butter, granulated sugar, and light brown sugar in the bowl of an electric mixer and cream the ingredients on high speed (page 24). Scrape down the sides of the bowl with a rubber spatula.

Add the vanilla and egg and mix on medium speed.

Add the flour mixture and mix on low speed just until batter is stiff-don't overdo it! Turn off the mixer and, using a large spoon or plastic spatula, fold in the chocolate chips and the walnuts, if desired (see page 24).

Using a tablespoon, scoop about 2 spoonfuls of the dough into a ball and place on a baking sheet. Repeat with remaining dough, keeping the scoops about 2 inches apart. Using your fingers or the back of the spoon, press down on each ball of dough to slightly flatten. You should get about 9 cookies on each sheet.

Bake until golden brown, about 20 minutes. (Depending on the size of your oven, you may need to do this in batches.)

Using oven mitts or pot holders, remove the cookies from the oven and transfer with a plastic turner to wire racks to cool. Repeat with the remaining sheets, if necessary.

Yield: About twenty-seven 4-inch cookies

